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ABSTRACT

This program, included in "Effective Reading Programs...," was begun in 1970 and serves more than 26,000 students in grades 1-5 in 77 Fort Worth elementary schools. A diagnostic-prescriptive approach is used to teach reading to these students. A "Continuum of Reading Skills" sets forth a basic philosophy, a herrarchy of skills, diagnostic procedures and prescriptive alternatives, and an inventory of multimedia materials for teaching the skills. Multiple basal readers are used in addition to a variety of support materials. Reading specialists coordinate the program in each school and help in diagnosing problems and designing appropriate instructional programs. Resource teachers support classroom teachers by working with principals and reading specialists on special needs and with children as well. Extensive inservice activities are provided at the building level and on a citywide basis. Special needs are met with intensified programs. An intensified bilingual program meets the needs of the Mexican-American population. A parent-involvement program is evolving in the form of volunteer tutoring and instructional aide services. (TO)

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THE FORT WORTH PLAN: A Systems Approach for Continuous Progress in Reading for All Elementary Children

This program serves all 26,756 students grades 1-5 in 77 Fort Worth elementary schools. The students live mainly in the residential areas and come from all types of families. The schools are fully intergrated so that all schools have an ethnic mix as well as a socio-economic mix. The city has a high rate of mobility and intergration creates additional planned mobility. This factor eliminates the community school concept and makes a systems approach especially valuable as it gives students an academic currency that can be used in any of the 77 elementary schools. It allows for a wide variety of instructional patterns each geared to the same criteria for teaching children to read.

A diagnostic prescriptive approach is used to meet the needs of each child. The program is comprised in a "Continuum of Reading Skills" which sets forth a basic philosophy, a hierarchy of skills, diagnostic procedures and prescriptive alternatives, and an inventory of multi-media materials for teaching the skills. The diagnostic procedures consist of custom designed criterion-referenced tests geared to the continuum of reading skills. Multiple basal readers adopted by the state are used in addition to a wide variety of supportive materials.

An extensive staff supports the system. Reading specialists coordinate the program in each school. Resource teachers support the classroom teachers by working with principals and reading specialists to meet identified special needs of children.

At the primary level special needs are met with an intensified prevention program aimed at the early identification and early remediation of problems. An intensified bilingual program meets the special needs of the Mexican American population.

CS001863

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A parent involvement program in the form of volunteer tutoring and instructional aides service is the newest component of the program. The research department is getting some encouraging positive data to support the systems approach.

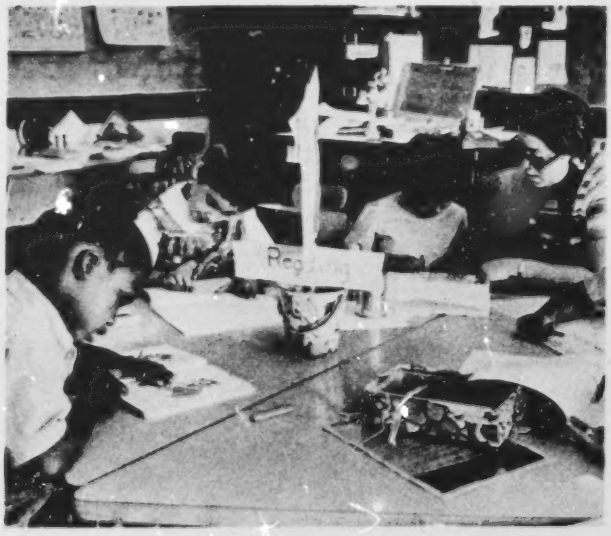
Performance Based Teacher Education
An Inservice Design

The inservice design is based on the following needs assessment:

* Diagnosing and grouping to meet individual needs
* Using supplementary materials, library books, and varied teaching methods
* Developing word attack skills and comprehension skills
* Providing for the disabled reader and the superior reader
* Using writing, speaking, and dramatics in reading instruction

Program Description

* Saturday morning workshop with national reading authority, Dr. Jo Stanchfield
* Production Workshop (participants identifying word attack skills and making materials that teach the skills)
* Comprehension and Critical Thinking Skills (special emphasis on work study skills)
* Creative Dramatics and Creative Writing
* Functional Reading (special emphasis on the Real World Reading Tasks)
* Newest in Literature for Teacher and Children
* Each session three hours long
* Each participant attending six 3 hour sessions



The Fort Worth Plan

FOR

TEACHING ELEMENTARY CHILDREN TO READ

A Systems Approach

The Organization

* The elementary education program of the Fort Worth Public Schools is staffed by an assistant superintendent, a director, assistant directors, classroom teachers, and paraprofessionals.

* The schools are fully integrated and are organized into 16 clusters. Each cluster is grouped around a primary school that houses all second-grade pupils in the cluster and the neighborhood first-grade and pre-school children. Each feeder school in a cluster houses all pupils in grades three, four, and five plus the local neighborhood pupils in pre-school and first grade.

The Systems Approach

* A diagnostic prescription approach aimed at having each child make continuous progress at his own instruction level

* A continuum of reading skills coded into a multiple adoption of six basal readers, the speller, the English textbook, and a wide variety of multimedia materials

* Criterion-referenced tests custom designed to the criteria indentified in the continuum of skills

* Intensified programs designed to meet the special needs of children

The Management Component

The Management Component for Implementing the Systems Approach Consists of:

* The classroom teacher

* The reading specialist

* A supportive resource teacher who works with children with special needs

* The principal

* An assistant director of each cluster

* A central planning committee

Handbook

for

ELEMENTARY

READING SPECIALISTS

Curriculum Department

Curriculum Bulletin Number 108
Fort Worth Independent School District
Fort Worth, Texas
1974

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FOREWORD

Enrolled in our schools are children with differing socio-economic backgrounds, children with vast reading experiences, and those with little or no reading exposure. We have children from many ethnic groups, some of whom are non-English speaking.

Our educational program must be relevant to the needs of the total population of our city, and certainly, mastery of basic reading skills is an essential foundation for the academic progress of all children. The U. S. Office of Education has set forth a goal of making the right to read a reality for all by the end of the 1970's. Our schools have an unyielding responsibility, and we are totally committed to an all-out effort in making this goal attainable.

The Elementary Reading Clinic is a vital force in our endeavor. At its inception, the reading clinic was concerned primarily with diagnosing reading deficiencies of students and providing remedial instruction. With the advent of continuous progress and multiple textbook adoption, there was a real need that the reading clinic extend its area of specialization to include the total reading program.

Through ongoing in-service alternate approaches to student learning are explored, and instructional materials and methods are evaluated. There is a concerted effort to see that each child is provided the opportunity to progress at his proper instructional level through the use of materials geared to his interests and learning style.

This handbook has been developed as a tool for the reading specialist and to provide other school personnel with an overview of the clinic program. Everyone on the team needs to understand the role of the professional in order to produce the best possible strategies in reading instruction.

Julius Truelson
Superintendent of Schools

July, 1974

PRODUCTION RECORD

Since the reading clinic first started diagnosing reading deficiencies and providing remedial instruction, it has gradually extended its services into the total elementary reading program. Today its personnel relate to all instructional personnel and administrators in the elementary schools. Production of this handbook meets the need to provide an overview of the clinic program for all personnel teamed to provide the best possible reading instruction for each child. Materials have been arranged in a loose-leaf binder to facilitate revision and additions.

Mrs. Mary Houghton, Coordinator of the Elementary Reading Clinic, assisted the handbook committee. Mrs. Louise Frazier served as chairman of the committee. Committee members included:

Mrs. Mayme Bennett
Mrs. Dorothy Harris
Mrs. Charlie Mae Johnson
Mrs. Martha Jones
Miss Millicent Jones
Mrs. Doris Stockton
Mrs. Louise Taylor

Illustrations were done by Nancy Frazier.

The Elementary Reading Clinic Handbook has been published by the Curriculum Department, and we are grateful for the professional assistance of department personnel.

Ann Brannon

Mrs. Ann Brannon
Director of Curriculum

July, 1974

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PART ONE - INTRODUCTION

I. BACKGROUND

The Elementary Reading Clinic was established in the spring of 1949 in the Fort Worth Public Schools in order to provide special help for selected elementary pupils with reading difficulties.

In the ensuing two decades, the school population increased at a rapid rate. Subsequently, more children were in need of special assistance with reading, but since the service was limited to pupils with particular qualifications, it was recognized that a new direction should be taken in order to care for the needs of all elementary school children. Therefore, with the inauguration in the schools of the continuous progress concept, a new approach and an expanded scope of services was begun by the reading clinic.

II. THE ELEMENTARY READING CLINIC SERVES TO:

A. Identify problems, set up objectives, and plan a total reading program for schools.

B. Provide diagnostic and prescriptive activities and materials for individuals and groups.

C. Help teachers plan activities and select materials for classes.

D. Provide and assist with teacher in-service programs and workshops.

E. Provide a complete testing program.

F. Provide alternate approaches to teaching reading.

III. ORGANIZATION

A. The facility consists of a coordinator's office, staff room, and production room located in the B. H. Carroll Elementary School, 3908 McCart.

11 22

The clinic houses the Dixie Huffaker Memorial Library and resource material used by staff members.

B. Clinic personnel are assigned to schools by the coordinator. Teachers may be assigned to two, three, or four schools, depending on sizes and needs of the schools.

C. Use of reading clinic teachers' services is determined by the principal of each school.

D. Evaluation of each teacher's service is achieved through performance-based objectives. This is done by the teacher involved, the coordinator, and the principal.

E. In-service is conducted each Wednesday afternoon in connection with the weekly staff meeting.

F. Clinic personnel is comprised of coordinator, secretary, and 32 clinic teachers.

IV. PERSONNEL REQUIREMENTS

To be qualified as a reading clinician in the Elementary Reading Clinic, the following requirements must be met:

A. A master's degree with emphasis on reading

1. A course or courses in methods of teaching reading

2. A course or courses in diagnostic procedures for identifying problems and methods for meeting the problems

3. A course or courses in teaching remedial reading

(Requirements for certification of Reading Specialist are found in Part Five, Appendix D.)

B. At least three years successful experience in the teaching of reading in a regular elementary classroom

C. Familiarity with the function of the elementary reading program, and uses of instructional materials and supplies

D. The ability to plan, organize, and conduct inservice and workshops

E. The ability to work effectively with administrators, classroom teachers, students, and other school personnel

F. Flexibility in performing the varied roles of a reading resource person

V. PHILOSOPHY

The Elementary Reading Clinic shares and supports the philosophy of the Fort Worth Independent School District that the primary concern of our educational system is to create an educational design that will maximize student learning, and in so doing, produce within each student feelings of adequacy, personal worth, and self-reliance.

In order to help sustain this optimal process, the Elementary Reading Clinic staff members are dedicated to the attainment of the highest possible quality reading program. Providing appropriate instructional strategies and materials for the teaching of reading is paramount.

PART TWO - PROGRAM

I. ROLE OF THE ELEMENTARY READING CLINIC

From a variety of statistical information on illiteracy recently released by the U. S. Office of Education, these facts stand out:

..... There are more than 18.5 million functional illiterates in our adult population.

..... One of every four students nationwide has significant reading deficiencies.

..... About half of the unemployed youth, ages 16-21, are functionally illiterate.

..... In large city school systems, up to one half of the students read below expectation.

This disturbing reality has led to massive literacy efforts such as the national Right to Read program involving students, professionals, parents, and communities. The Fort Worth Public Schools pledge support and involvement in such efforts.

Rather than continuing a singular program--that of remediation for the disabled reader--it was concluded that the services of the Elementary Reading Clinic should encompass the total reading program in a supportive effort to ensure maximum literacy. The staff members are committed to the best possible instructional reading program, one that will challenge the

gifted learner, prevent reading deficiencies for the less able, and provide tutorial instruction for the handicapped learner.

With the evolvement of a broadened scope of services, it is not uncommon for the clinic teacher at times to find herself overwhelmed with a barrage of duties and responsibilities.

She must continue to exercise her expertise in tutorial work, assist in planning and executing the basal reading program, keep abreast of current trends and materials, identify reading problems and pose possible solutions, assist with in-service and workshops, and at all times work cooperatively with the principal, classroom teacher, and other staff members.

It is intended that this handbook afford a sense of direction so that the reading specialist may function more effectively in meeting her professional challenge.

II. JOB DESCRIPTION

Within the more extensive scope of services now being offered by the Elementary Reading Clinic, the staff members must identify with all facets of the reading program. All phases are concurrent and no part of the program must take precedence over another in one's performance of duties. The reading specialist truly becomes involved and accepts the full range of the many duties prescribed. The reading specialist:

A. Works under the immediate supervision of the coordinator of the elementary reading clinic, who is responsible to the director of elementary education, and through him to the assistant superintendent for elementary education.

B. Works directly with the principal in deciding how her services may best be used.

C. Helps identify problems relating to individual schools and aids teachers in diagnostic procedures.

D. Helps in setting up and agreeing upon acceptable objectives to solve the problems identified.

E. Serves continuously as a resource person for the basal and supplementary reading programs.

F. Assists teachers in the utilization of reading materials and media.

G. Assists with in-service meetings when needed.

H. Works to facilitate continuous progress in reading.

I. Gives tutorial assistance to small groups or individuals identified as having specific reading disabilities.

J. Works as a team leader in the classroom, and helps with continuous evaluation.

K. Spends a portion of her time in the classroom assisting teachers in the improvement of their methods and techniques in the teaching of reading.

L. Aids teachers in determining instructional levels and in getting the teaching materials needed to accommodate all levels.

III. JOB TARGETS

Each staff member must file with the coordinator of the reading clinic a yearly statement of Major Areas of Responsibility and Job Targets. Within the framework of the job description, the areas of responsibility are the goals for the year's work and the targets are steps which will be used to reach the goals.

The job of the reading specialist is one of many aspects. Because each school is unique in its needs and goals, the job targets will vary from school to school. The person who serves in the capacity of reading clinic teacher must be adept at using varying techniques as alternate approaches to problem solving.

The following job targets list some of the ways in which major responsibilities may be met. These are meant to serve merely as suggested procedures, and by no means should inhibit the creativity of the individual teacher. It is obvious that no clinic teacher could be expected to accomplish all of the things shown here, but they may be useful in charting a course of action

A. Diagnosing to Determine Reading Needs

1. The reading clinic teacher helps identify the problems relating to individual schools, and helps in setting up acceptable objectives to solve the problems identified.

2. Informal leveling procedures may be used by the clinic teacher to assist in placing children at the proper instructional level.

   a. Informal tests may be given by the clinic teacher or the classroom teacher. (Informal tests may be found listed in Part Five, Appendix C of this handbook.)

   b. The philosophy of continuous progress should be the basis of any procedures used for pupil placement.

3. Providing in-depth diagnostic testing for those children who need particular help in reading is the job of the reading specialist. (Diagnostic reading tests are listed in Part Five, Appendix B.)

   a. The findings of diagnostic testing are best presented to the classroom teacher in the form of item-analysis or task-analysis, and means and materials for reinforcement should be suggested.

   b. Mastery tests accompanying the basal reader are excellent diagnostic tools. The clinic teacher should help the classroom teacher analyze the results.

B. Planning Building Level In-service

1. The reading specialist serves as a resource person for building level in-service in the field of reading.

2. The principal, resource teacher, and reading clinic teacher should plan for the type of in-service needed.

3. Reading in-service should be planned to accomplish one or more of the following objectives:

   a. To help classroom teachers in the improvement of methods and techniques in the teaching of reading

   b. To help teachers know content and uses of existing reading and ancillary materials

   c. To make the staff aware of the services offered by the reading specialist

   d. To present new materials from the curriculum office

   e. To assist in making transition to other basal readers for recycling purposes an easier task

   f. To explain record keeping

   g. To assist teachers in using the *Continuum of Reading Skills*

   h. To demonstrate multi-media materials

   i. To help the classroom teacher be aware of the philosophy of continuous progress, and methods of achieving it in a classroom situation

C. Providing a Total Reading Program

   1. Basal reading

      a. The basal reading program should be planned by a steering committee made up of the principal, resource teacher, and the clinic teacher.

         (1) Goals for the year should be determined.

         (2) Scheduling and time allotment may be discussed.

(3) Arrange for grouping for instruction.

(4) Assign reading groups to individual teachers.

(5) Determine needed instructional materials and supplies.

(6) Plan for follow-up and evaluation throughout the year.

(7) Establish plans for recycling students who are unable to progress to the next higher level of instruction.

b. It becomes the responsibility of the reading clinician to provide help for the classroom teacher in implementing and maintaining an effective reading program.

(1) Assist the teacher in organizing groups for instruction.

(2) If necessary, work in the classroom as a team leader.

(3) Evaluate together the results of mastery, diagnostic, placement, or other tests.

(4) On the basis of test results, write prescriptive procedures for individualizing instruction.

(5) Assist in securing books and materials necessary for basal instruction and extended activities.

(6) Do demonstration teaching.

(7) Make recommendations and secure necessary instructional media for recycling students.

(8) If feasible, assist in keeping the Permanent Record of Reading Progress on each student.

2. Supplementary reading program

a. Encourage teachers to make supplementary reading an integral rather than an incidental part of a well-structured reading program.

b. Assist teachers in selecting supplementary reading material, keeping in mind that such material is not for instructional purposes, but for the practice and application of skills being taught in the developmental program.

c. Assist teachers in finding ways to make supplementary reading a "fun time" in an effort to foster a love for reading.

d. Offer suggestions for establishing a method of keeping records on each student's supplementary reading to prevent duplication from year to year.

e. Refer teachers to *Continuum of Reading Skills*, Part Four, Supplementary Reading.

3. Tutorial program

From time to time tutorial teaching by the reading specialist may become necessary.

a. Follow diagnostic procedures in selecting only those pupils that the clinician and classroom teacher feel may profit from this service.

b. Schedule classes for the mutual benefit of the pupils and classroom teacher.

c. Initiate volunteer programs; i.e., parent-tutor, peer teaching, etc.

d. Provide help for non-English speaking children.

4. Individualized reading programs

Most of the schools have kits or other forms of individualized reading programs. Quite often it becomes the responsibility of the reading specialist to initiate these programs.

a. Encourage teachers to become familiar with objectives and contents of all individualized reading programs available to them.

b. Encourage the use of these programs as an alternate approach to meeting reading needs.

c. Urge teachers to be selective in their choices of students since not all children respond favorably to this type of program.

d. Remind teachers that such programs require close teacher supervision, spot checking, and constant follow-up.

e. Assist in providing individualized basal programs required by prescriptive contract.

D. Learning Resource Center

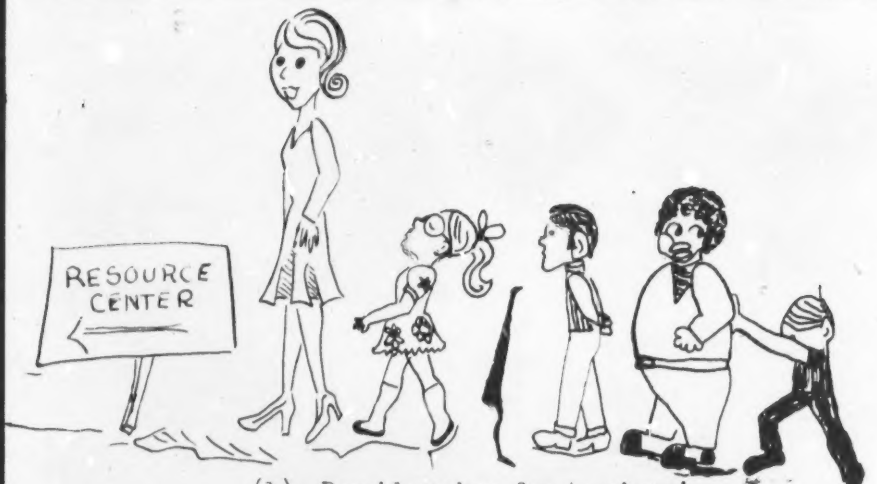
Many elementary schools have established learning resource centers into which children are scheduled for particular learning experiences. Usually the key figures in setting up and maintaining this facility are the resource teacher, librarian, and the reading clinic teacher, all working together under the direct supervision of the principal. The resource center will accommodate all areas of learning, but the reading clinic teacher will confine her services to her area of supervision.

1. Establishing the resource center

a. Work with the principal, resource teacher, and librarian in formulating plans for establishing the center.

b. Together determine adequacy of the facility. If possible, the library and laboratory should be housed together.

c. Ask teachers' help in locating and inventorying all available multi-media and other materials to be placed in the center.



(1) Provide a key for teachers' use which specifies the purpose of and ways of using materials to reinforce or extend specific skills.

(2) Refer teachers to the *Continuum of Reading Skills* for uses of supportive media.

d. Assist in formulating plans for ways of securing funds for further equipping of the laboratory.

e. Prepare teacher-made kits, games, etc., and plan and provide mimeographed materials.

2. Using the laboratory

Once the resource center is made operative, plans for its utilization must be made.

a. Principal, resource teacher, librarian, and clinic teacher plan together.

b. Acquaint staff and students with its function.

c. Plan with the classroom teacher for individual or group participation.

(1) Reinforcement of particular skills

(2) Extended activities

(3) Enrichment activities

(4) Individualized programs

d. Set up class schedules.

e. When necessary, assist with diagnostic testing and analysis to determine needs of particular students or groups.

f. On the basis of diagnosis, assist in writing prescriptive contracts and recommend appropriate materials.

g. Visit other resource centers. Seek innovative ideas.

3. Maintaining the learning resource center

It becomes the responsibility of the entire staff to cooperatively maintain the center.

a. Monitor all programs.

b. Evaluate regularly. Be sure to discuss progress or particular problems with the principal.

c. Share clerical duties.

(1) Provide necessary mimeographed material.

(2) Assist students in keeping personal records in individualized programs.

(3) Keep inventories, check-out lists, etc., up-to-date.

PART THREE - CORRELATING SERVICES

I. WORKING WITH THE SCHOOL STAFF

The reading specialist works in many capacities and with all instructional personnel in the elementary school. Her relationship with each will vary, but the basic goal will always be to assist with implementing and maintaining a balanced and functional reading program for each student.

A. Working with the Principal

1. Decide with the principal how services may best be utilized.

2. Work continuously with the principal in creating and maintaining a basal reading program for the sequential introduction to and the reinforcement of fundamental reading skills.

   a. Help in setting up and agreeing upon acceptable objectives to solve problems identified.

Confer, Concur, and don't forget who's boss

   b. Maintain the concept of continuous progress.

3. Always be supportive of the principal's goals with regard to the reading program of the school.

4. Serve as a reading resource person for the principal.

   a. Assist with in-service, and seek other opportunities for improving reading instruction.

   b. Provide the principal with input concerning reading curriculum, new methodology, and evaluating techniques.

5. Assist the principal with parent conferences when necessary.

6. Assist in ordering and disbursing reading materials.

7. Obtain the principal's approval before sending messages or notes to teachers or parents.

8. Confer often on student progress, special problems, and other needs in a cooperative effort to ensure a reading program adapted to the learning styles of the children.

B. Working with the Speech Therapist

1. Strive for a close and cordial working relationship so that both the reading specialist and the speech therapist are cognizant of the other's activities in coordinating the total program.

2. Use flexible scheduling which will allow for problems within one another's schedules.

3. Realize that reading and speech are interlocking.

   a. Reading specialists assist in improving speech problems, especially when teaching phonics.

   b. Speech therapists incidentally teach basic reading skills: phonics, sound blending, etc.

4. Complement one another's program.

   a. Confer concerning student's performance and/or behavior.

   b. Exchange diagnostic data.

   c. Cooperate in using referrals for more intensive kinds of testing and therapy.

C. Working with the Reading Improvement Center (RIC) Teacher

1. Submit lists of pupils who may be possible candidates for the RIC program.

2. Help with screening and diagnostic procedures; profile test results and evaluate together.

3. Aid in planning procedures and activities based on test results.

4. Recommend materials for use in correcting problems identified.

5. Assist in evaluating student progress.

D. Working with Plan A and Plan B Teachers

1. Help group children scheduled to participate in Plan A or Plan B program.

2. Provide reading levels and reading materials if requested.

3. Supply materials for practice and reinforcement, such as duplicating materials, tapes, filmstrips, and games.

4. Aid in developing and designing programs in reading and vocabulary work for particular students.

5. Share knowledge and information concerning specific learning disabilities of specific students.

6. Participate in screening committee meetings in order to contribute information which may be helpful in providing special instruction for individual pupils.

E. Working with Students

1. Value the individuality of each child and help him work toward building a good self-image.

2. Establish a friendly relationship. Make each student feel he is liked.

3. Have empathy, patience, and be genuinely interested in each child.

4. Always show enthusiasm for reading. Enthusiasm is contagious.

5. Motivate pupils so that reading will be a true joy, not a task, and in every way possible help pupils achieve success in reading.

6. Encourage each pupil to strive for maximum achievement.

7. Emphasize the value of reading as a source of information and recreation.

8. Attempt to make each reading experience a pleasant and satisfying one.

9. Discuss and interpret pupils' test results and reading levels in order to praise their strengths and help them work to improve their weaknesses.

F. Working with the Visiting Teacher

1. If necessary, assist classroom teacher in filling out referral forms for the visiting teacher.

2. In some instances, initiate referrals.

3. Give reading tests to pupils being referred for special classes.

4. Administer the Slosson IQ Test when requested to do so.

5. Confer with the visiting teacher for guidance in tailoring individual instruction.

6. Provide pertinent information about children which might help in assessing the child's needs.

7. Serve on the ARD committee by request.

G. Working with the Hoffman Center Teacher

1. Administer and interpret the results of the standardized tests used to select the Hoffman pupils.

2. Assist in correlating pupil lists and schedules.

3. Provide assistance in locating resource materials for use in extended activities.

4. Become familiar with the Hoffman program in order to assist in the center as time permits.

H. Working with the Classroom Teacher

1. Strive for good rapport; establish a mutual trust.

2. Acknowledge her strengths and build on them.

3. Endeavor to help with setting up the basal reading program in her room.

   a. Group for instruction

   b. Select instructional and supplementary materials.

   c. Offer suggestions for classroom management in carrying out the reading program.

4. Be willing to assume such duties as one can perform for the classroom teacher.

5. Assist with testing, leveling, and placement of all pupils new to the school system.

6. Encourage the teacher to honor the level shown on the student's records when transferring in from another Fort Worth school.

7. Demonstrate procedures and materials in the classroom when necessary.

8. Interpret the *Continuum of Reading Skills*, and assist the teacher in using it effectively as reference media.

9. Disseminate all information concerning reading methods, materials in the school, and any other available materials to which she may have access as a reading specialist.

10. Assist, where feasible, by teaching basal or tutorial reading to pupils that need extra help.

11. Tactfully suggest ways of improving teaching methods, scheduling, and classroom management.

12. Encourage the teacher to set realistic goals for each child, and facilitate continuous progress in reading.

13. Offer assistance in any of the language arts.

14. Together evaluate and concur on student progress.

    a. Progress to the next instructional level.

    b. Reinforce specific skills

    c. Recycle at a particular level.

15. Learn from the classroom teacher; pass on her worthwhile teaching and operative techniques to others. Compliment her on a job well done.

I. Working with the Resource Teacher

1. Recognize a mutual responsibility in seeing that an effective reading program is implemented and maintained.

2. Confer often to guard against the duplication of effort or the neglect of any students' or teachers' needs.

3. Cooperate to delegate responsibilities such as the ordering of materials, the dissemination of reading information to the faculty, the tutoring of specific children, etc.

4. Share work space and instructional materials when necessary.

5. Under the direction of the principal, work together as a team in preparing and presenting in-service.

6. Evaluate together the available basal readers, supplementary materials, tests, etc., for determining the best possible choice for various reading groups.

7. Discuss recycling decisions concerning specific children or groups.

8. Confer as to ways in which available funds could be spent (funds from Title I, PTA, and other sources) to insure that priority materials are purchased without fear of duplication.

9. Share the responsibility to see that all reading records are properly kept.

10. The resource teacher, reading specialist, and the principal should confer regularly and agree upon ways of improving the reading program, and ways of helping individual teachers improve their methods.

11. Cooperate in planning tutorial student lists and classes to avoid duplication and conflicting schedules.

12. In every way possible, work toward the team approach in establishing and maintaining the most effective reading program possible.

J. Working with Parents of Tutorial Students

1. In special cases, keep in close touch with the parents.

   a. Let them know their child's reading problem as identified by the reading specialist, and discuss plans for correcting the problem.

b. Make them cognizant of the fact that correction of reading disabilities is usually a slow process.

c. Advise them to offer encouragement to the child and to refrain from criticism.

d. Suggest ways in which they may work with the child at home, and provide the necessary materials.

e. Let them know that they are important to the child's progress.

2. Keep all parents informed on student progress.

3. Invite each parent to visit classes at some time during the year.

4. Show gratitude to the parents for their support.

K. Working with the Librarian

1. Acknowledge the fact that the programs of the reading clinic teacher and the librarian are mutually reinforcing.

2. Rely upon the expertise of each in implementing a team approach to achieve the following:

a. Extend reading beyond the classroom.

b. Enrich the quantity and quality of materials to which students are exposed.

c. Afford independent study.

3. Join in planning a program that will insure opportunities for the student to apply the development skills being acquired in tutorial classes.

a. Examine diagnostic data, and discuss the student's reading needs and reading habits.

b. Discuss the child's interests.

c. Attempt to match library materials to the child's ability.

4. Communicate frequently to reinforce the potential contribution each can make in assisting the other.

5. Offer suggestions as to books and other media that may be purchased with library and other funds.

6. Assist in record keeping, check-out lists, and inventories of multimedia materials.

L. Working with the Bilingual Team Leader and Aides

The special reading teacher is not directly concerned with the bilingual program other than her usual involvement with the classroom teacher in maintaining a strong basal reading program. However, there are ways in which the clinic teacher may project her services. She may:

1. Inform the bilingual team leader and aides of services offered by the reading clinic teacher.

2. Interpret the *Continuum of Reading Skills* and see that a copy is available for use by all bilingual personnel.

3. Become knowledgeable and supportive of the bilingual program.

4. Offer to provide in-service for aides and any other bilingual personnel not familiar with the basal reading program.

5. Provide instructional materials and supplies when necessary.

6. Administer survey or other tests requested by the Department of Research.

M. Working with Follow Through Program Assistant and Other Personnel

As with the Bilingual Program, the reading specialist is not associated with the Follow Through Program, but upon request she may assist in the following ways:

1. Recommend leveling procedures.

2. Explain the *Continuum of Reading Skills* and its use as reference media.

3. Recommend instructional materials as alternate approaches to correcting reading deficiencies.

4. Interpret test scores and make appropriate recommendations for strategies to correct the problems identified.

II. WORKING WITH THE ELEMENTARY READING CLINIC COORDINATOR

A. The reading specialist works under the direct supervision of the Elementary Reading Clinic Coordinator.

B. Early in the school year, after having met with the principal, file with the coordinator Major Areas of Responsibility and Job Targets.

1. Principal and clinic teacher decide together on major areas of responsibility.

2. Discuss feasibility of plans and solicit suggestions from coordinator.

3. Maintain copy of plans for frequent reference; this serves as the framework for the year's work.

C. Report absence from work to coordinator who, in turn, calls principals involved.

D. Discuss all problems and major decisions with coordinator. She is friend, advisor, and emissary.

E. Invite her to visit you in your schools, especially when you are experiencing difficulty, or when you wish her to see a particular accomplishment.

F. Acknowledge her special talent as a resource person in the field of reading.

1. Seek advice regarding instructional materials.

2. Discuss pilot program proposals you may have an interest in pursuing.

3. Ask for suggestions for improving and/or help in evaluating the basal reading program in a particular school.

4. Seek professional advice.

G. Be prompt for staff meetings, provide input, and graciously accept assignments.

H. Be responsible for all materials and equipment taken from the clinic.

1. Sign for all instructional materials.

2. Return materials promptly when finished with them.

3. See that all equipment assigned to you is in good order, properly packaged, and returned for storage at the close of the school year.

I. As soon as possible after the opening of school, file your schedule of work with the coordinator. If at any time your schedule is disrupted, notify coordinator of whereabouts.

J. Support the coordinator in her efforts to maintain the reading clinic as a pivotal point of operation providing a service based on sound philosophy and basic principles.

PART FOUR - INSTRUCTIONAL MATERIALS

I. USE OF MULTIMEDIA

A multisensory approach to individualization of learning can provide reinforcement for disabled students as well as enrichment for the gifted learner. It is important that all students be afforded experiences in independent study if they are to develop methods of disciplined inquiry in examining ideas that extend beyond the classroom.

It behooves the educational staff to develop competency in prescribing uses of ancillary materials available for student use. It must be kept in mind that such materials are not meant to replace a basal reading program; instead, they become supportive in a modified systems approach. The reading specialist is available to assist in the selection of these materials, and to explain or demonstrate their recommended use.

It would be virtually impossible to include descriptions and uses of the multimedia available in all the schools; consequently, the following lists include a brief description of selected ones.

II. MULTIMEDIA LISTS

The materials have been categorized as being (1) common to all elementary schools, and (2) those found only in Title I schools. Each list is presented in alphabetical order.

A. The following list includes multimedia materials common to all elementary schools in Fort Worth.

1. *First Talking Alphabet,* Part 1: Consonants
   Scott, Foresman and Company

   Consists of records and individual cards (non-consumable) which may be used for teaching or reteaching children to identify initial and final consonant sounds in words,

and to associate these sounds with letters that commonly represent them in written words. Duplicating masters available.

2. *First Talking Alphabet*, Part 2: Vowels
Scott, Foresman and Company

Includes records of programmed instruction with pupil instruction cards, and duplicating masters for teaching and reinforcing vowel sounds. The first four lessons take up consonant sound-letter correspondence. Vowel instruction begins with lesson five.

3. *First Talking Storybook*
Scott, Foresman and Company

Each of 21 storybooks in this series is accompanied by its own recording of the story or poems. Pupils may listen singly or in small groups to the stories read by both adults and child readers.

4. *Ideal Reading Tapes*
Ideal Company

Consists of several sets of ten- to twelve-minute taped lessons with duplicator worksheets to teach visual discrimination, auditory perception, and principles of phonetic analysis. Sets of tapes included are:

"Reading Readiness"
"Classification, Opposites, and Sequence"
"Initial and Final Consonants"
"Blends and Digraphs"
"Vowels"
"Syllable Rules and Accent Clues"
"Word Building"
"Phonetic Analysis"
"Spelling Generalizations"
"Word Function and Sentence Patterns"
"Rules of Punctuation"

5. *Learning Letter Sounds*
Houghton Mifflin Company

Includes twenty-two filmstrips designed for use in any reading readiness or first-grade reading program. Each filmstrip is devoted to the letter-sound association of one of eighteen single consonants (b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, x) or one of the four consonant digraphs (ch, sh, th, wh). These should be used in the order in which they are introduced in the particular reading series that is being taught.

6. *Letter Form Boards*
Houghton Mifflin Company

Consists of a standup board which contains capital letters on one side, and lower-case letters on the reverse side. The child fits the plastic letter into its correct area. This kinesthetic aid is beneficial for children who are having difficulty with tasks involving discrimination and left-to-right order.

7. *Listen and Do Consonants*
Houghton Mifflin Company

Includes twelve 12" L P records and duplicating masters.

Provides programmed instruction in letter forms, consonant letter-sound associations, and using context with only the beginning sound to supply the missing word.

8. *Listen and Do Vowels*
Houghton Mifflin Company

Made up of eleven 12" L P records and duplicating masters.

Provides instruction in vowel letter-sound associations in which the child works independently on worksheets directed by recorded lessons.

9. *Listening and Learning*
Houghton Mifflin Company

Contains five 12" L P records and duplicating masters.

Develops the child's basic listening skills and is especially useful with children who have limited backgrounds in language. This material will help in developing an understanding of common directions and provides practice for following those directions.

10. *The New Linguistic Block Series*
Scott, Foresman and Company

Consists of four sets of durable one-inch plastic cubes imprinted with letters, letter combinations, pictures, punctuation marks, and words. Designed to teach letter-sound relationships, spelling patterns, and sentence structure.

11. *SRA Reading Laboratories*
Science Research Associates

Kits contain multilevel, individualized developmental programs of basic reading instruction. Basic organization and procedures are common to all of the labs. Programs permit each student to begin at his own level of instruction and progress as fast and as far as his learning rate permits. Self-scoring and charting procedures require periodic teacher guidance and spot checks. Labs designed for primary and intermediate students.

Primary Labs concentrate on skills in three general areas: reading comprehension, word study, and listening.

Lab Ia - includes seven instructional levels, from 1.2 to 3.0
Lab Ib - includes eight instructional levels, from 1.4 to 4.0
Lab Ic - includes ten instructional levels, from 1.4 to 5.0

Intermediate (elementary) labs develop skills in five general areas: reading range and comprehension; word and sentence analysis; language skills; reading rate and concentration; and listening comprehension.

Lab IIa - includes ten levels, from 2.0 to 7.0
Lab IIb - includes ten levels, from 2.5 to 8.0
Lab IIc - includes ten levels, from 3.0 to 9.0

12. *Second Talking Storybook*
Scott, Foresman and Company

Set contains 23 storybooks with records. Teacher's Instruction Booklet includes a resume of each story and suggestions for follow-up activities.

13. *What's the Word?*
Houghton Mifflin Company

Series of 12 full-color filmstrips that provide instructional program in word attack skills, dictionary skills, and meaning acquisition skills.

14. *GetSet Games*
Houghton Mifflin Company

Series of 8 games that are designed especially for beginning readers. There is one set in each school.

B. The following materials, along with those of the preceding list, are usually found in Title I schools.

1. *BRS Satellites*
Science Research Associates

Consists of a collection of original stories and poems for beginning readers. Durable, plastic-coated booklets, color-coded by reading levels. Program contains no written exercises. Designed to compliment a basal program as supplemental reading.

2. *Durrell-Murphy Phonics Practice Program*
Harcourt, Brace & World, Inc.

Kit consists of 81 durable, reusable cards to give practice in applying letter-sound relationships. Duplicate cards are included. Lessons are self-directed and self-corrected. Materials may be used as follow-up on whole-group instruction, small group teaching, partner use, or individualized instruction. Cards are organized into six major groups, or categories, in terms of particular phonic element being dealt with.

3. *Phonics We Use Learning Games Kit*
Lyons and Carnaham, Inc.

Set of ten separate games designed to supplement phonics and reading instruction. Not intended for initial presentation of phonics concepts. Recommended for use in phonetic reinforcement, diagnosis, and tutorial work.

4. *Random House Reading Program* (Yellow)
Random House

Individualized reading program designed as a supplementary unit for pupils reading at levels 1.8 to 4.0. Materials provide a twofold theme: to help pupils develop reading skills, and discover the special appeal of good literature. The program provides high-interest children's books, skills exercises, pupil-teacher conferences, and reinforcement work for the child who needs it.

5. *Random House Reading Program* (Red)
Random House

Very similar to the above program. Designed for pupils reading at grade levels 2 to 6. Places special emphasis on comprehension skills.

6. *Read Along--Read Alone Kit*
Scott, Foresman and Company

Contains 20 well-known trade books with accompanying records. Books are well written and illustrated. Teacher's Instruction Booklet presents synopsis of each book and suggestions for presenting the material to students.

7. *Read On*
Random House/Singer

A criterion-testing program consisting of sixty tests administered by audio-tape cassettes. Students respond on duplicated response sheets which are self-correcting. The specific skills tested consist of the normal range of major reading skills developed in grades 1 through 4. Although the program is basically designed as a diagnostic device, it may be used for individual remediation, group practice in skill building, evaluating growth, and for enrichment for the more advanced students.

SURVEY TESTS

Name of Test	Type	Speed & Accuracy	Comprehension	Vocabulary	Word Attack	Listening	Spelling
1. Betts Informal Inventory. P.P.-6. Levels on word recognition, oral reading and comprehension (American Book Co.)	Ind.	X	X	X	X		
2. Botel Reading Inventory. P.P.-HS. Instructional reading level determined by word recognition, oral reading and comprehension. (Follett Publishing Co.)	Ind. & Group		X	X	X		
3. Gates MacGinitie Test. Tests vocabulary and comprehension. Readiness to Gr. 6. (Teachers College Press, Columbia University)	Group	X	X	X	X	X	X
4. Monroe. A battery of tests, containing Word Discrimination Test, Iota Word Test, Gray's Oral Paragraphs, Ayers' Spelling Scale. (Illinois Institute for Juvenile Research, Chicago)	Ind.	X	X	X	X	X	X
5. Silent Reading Diagnostic Test. Detects points of errors for remedial work. Level 2-6. (Bond, Balow, Hoyt)	Group	X	X	X	X	X	

APPENDIX B

DIAGNOSTIC READING TESTS

NAME OF TEST	TYPE	SPEED and ACCURACY	COMPRE-HENSION	VOCABULARY	WORD ATTACK	SPELLING	LISTENING
1. Developmental Reading Test for Intermediate Level. Forms A and B. (Bond, Clymer, Hoyt)	Group		X	X	X		
2. Durell Analyses of Reading Difficulty. One form. Level: I-HS (Harcourt)	Ind.	X	X	X	X	X	X
3. Durell Listening Reading Series. Two forms. Level I-HS (Harcourt)	Group	X	X	X	X	X	X
4. Gilmore Oral Reading Test. Two forms. (Harcourt)	Ind.	X	X	X	X		
5. McKee Inventory of Phonetic Skills. Tests every phonetic element. Level I-4th grade. (Houghton)	Group		X	X			X
6. New Developmental Reading Test. Upper and lower primary. Graphic profile. (Lyons Carnahan)	Group		X	X	X		
7. Stanford Diagnostic Reading Test. Level I: 2.5--4.5. Level II: 4.5--8.5. Thorough skills diagnosis. Class and individual profile. (Harcourt)	Group		X	X	X		

READING SCREENING, PLACEMENT, AND INFORMAL TESTS

NAME OF TEST	TYPE	SPEED and ACCURACY	COMPREHENSION	VOCABULARY	WORD ATTACK	SPELLING	LISTENING
1. Dolch Basic Sight Words For PP-Gr. 3. (Garrard Press)	Ind.			X			
2. Harris Word List. PP-Grade 6	Ind.			X	X		
3. Houghton Mifflin Placement Test. PP-Grade 6 (Houghton Mifflin)	Ind.	X	X	X	X		
4. Macmillan Placement Test PP-Grade 3 (Macmillan Co.)	Ind.		X	X	X		
5. Metropolitan Readiness Test. First Year. (Harcourt Brace Jovanovich, Inc.)	Group		X	X			X
6. San Diego Quick Inventory. PP-1[1]	Ind.			X	Word Rec.		
7. Schonell Word Test. Level based on recognition.	Ind.			X	X		
8. Slingerland Screening Test. Identifies children with special language difficulty. P-4. (Educational Publishing Services, Inc.)	Ind.						
9. Slosson Oral Reading Test. For primary. (Slosson Educational Publications, Inc.)	Ind.			X	X		

APPENDIX D

CERTIFICATION REQUIREMENTS

1. The professional reading specialist certificate is to be based upon a provisional elementary, junior high, or high school certificate issued upon the basis of a baccalaureate degree program.

2. The individual to whom the certificate is issued has completed three years of classroom teaching.

3. The program for the certificate includes:

   A minimum of 12 semester hours of graduate work in reading, including the following suggested areas: foundations of reading, diagnosis and correction of reading disabilities, and clinical or laboratory practicum in reading

   A resource area of at least six semester hours, including multi-cultural concepts and linguistics

   A professional education area of at least six semester hours (Individuals holding provisional certification at the elementary level are required to have at least six semester hours in the study of the junior high and/or high school age pupil and in the study of working with pupils at the secondary level; individuals holding provisional certification at the junior high and/or high school level are required to have at least six semester hours in the study of the elementary school pupil and in the study of working with pupils at this level.)

   Electives as needed to complete the master's degree

Any individual now holding a provisional elementary, junior high, or high school certificate issued on the basis of a baccalaureate degree and meeting the above requirements may add the certificate for the reading specialist by presenting to the Texas Education Agency transcripts of college work completed, an application form, and the application fee.

Rev. July, 1974 Texas Education Agency